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ABSTRACT

The purpose of this project is to bring into focus the disadvantaged area of Kalihi-Palama in the city of Honolulu, to describe its needs and characteristics, to discuss present programs designed to meet these needs and to make recommendations for a plan of action to serve the disadvantaged of this specific area. Since the disadvantaged tend to be non-users of library services, the library should develop aggressive, creative, and possibly unconventional programs to meet the unique needs of this group. The library should provide necessary information, vocational, and recreational materials which meet these needs and, thereby, help create a climate of optimum growth for the disadvantaged so that he is better able to close the gap of inequities separating him from the rest of America. The program is evaluated in terms of the effect it has on the lives of those people served. Evaluations from staff reports provide useful guidelines for future planning. This report is a preliminary investigation which, it is hoped, will stimulate others to actualize some or most aspects of the proposals. (Author/NH)

ED 065169

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Helping Elevate the Disadvantaged Through Library Programs.

BY

PETER GALUTERIA

GAIL FUJIMOTO

JEAN NAKAYAMA

ALICE NISHI

IN PARTIAL FULFILLMENT

OF REQUIREMENTS FOR LS 650

MR. JAMES HUNT, INSTRUCTOR

FILMED FROM BEST AVAILABLE COPY

GRADUATE SCHOOL OF LIBRARY STUDIES

UNIVERSITY OF HAWAII

JANUARY, 1969

LI 003 791

Dedicated to

Hawaii's

arthur schomburg's

james r. hunt

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INTRODUCTION

Two decades and four years ago Paul Hazard wrote: "Here is an innovation that does honor to the sensibility of a people, and it is an American innovation: the libraries reserved for children. Those light and gay rooms, decorated with flowers and suitable furniture; those rooms where children feel perfectly at ease, free to come and go; to hunt for a book in the catalogue, to find it on the shelves, to carry it to their armchair, and to plunge into the reading of it. They are better than a drawing room or a club. They are a home. And how many children, in these huge cities without tenderness, have none other one but that! Outside, the rhythm of life tells of fever. A great human stream roars by. Millions and millions of men, so crowded against each other that space is lacking and houses fuse together towards the sky, keep in motion those gigantic factories called New York or Chicago. Everybody works hard, everyone is breathless until the evening signal sends him back to his suburb, where even his leisure will still be mechanical. Meanwhile, it is a different leisure that delights the children in those peaceful libraries peopled with books. There, where they feel so much at home, they are cultivating those qualities of spirit and soul which alone will be able later to solve the meaning of all this unbridled activity that must be controlled or condemned."[1]

Today, twenty-four years later, we would like to imagine that our libraries are a comfortable "home" for children to which they flock and in which they find countless hours of enjoyment. Although this condition may be true for many, there are numerous others that the libraries are not reaching. These are the disadvantaged. They rarely darken the doors of the library to know that it is reserved for them; that here they may

feel perfectly at ease, free to come and go; here they may feel so much at home to cultivate those qualities of spirit and soul which alone will be able to solve the meaning of unbridled activity that must be controlled or condemned. Both the disadvantaged young and old alike must be reached by our libraries in ways that are innovative and effective so that they are truly helped.

The public library like many social institutions today is beginning to recognize the need to re-evaluate its existing programs in terms of its responsibilities, and objectives. The library today is moving toward a more aggressive role of public service by reaching out beyond its walls in an attempt to serve its total clientele-- a broader spectrum of the public.

In the past the library has sought to be most effective by serving those who come to the library; thus, it became very middle class in its orientation. In doing so it has alienated the lower income class who could most benefit from the services offered. Frank Reissman has stated that the poor see the library "as an alien, intellectual institution, unexciting and run by unfriendly old women."[2] This feeling of alienation and anti-intellectualism is a serious obstacle that needs to be overcome if the library service is to become effective and meaningful. And overcome this we must for in an era of rapid social and technological change, of information explosions, and a world made smaller due to scientific and technological innovations, no man can choose to be ignorant. Modern progressive librarianship challenges all libraries to "think" in terms of <u>total</u> library service for in serving the disadvantaged, we serve society as a whole.

Hence we believe the justification for this program lies in our desire to bridge the gap between aims of service and the reality of service. In Hawaii according to the Booz, Allen and Hamilton study, our present library system serves only 37 per cent of the population.[3] No doubt a good proportion of those not served are the disadvantaged.

With this in mind this paper is being written. The purpose of this project is to bring into focus the disadvantaged area of Kalihi-Palama in the city of Honolulu, to describe its needs and characteristics, to discuss present programs designed to meet these needs and lastly to make recommendations for a plan of action to serve the disadvantaged of this specific area.

LEGAL BASIS

The legal basis for this program is established in the founding of the first public libraries in Boston in 1854. The public libraries have been committed to serving the general public but only until recently has the total commitment gained a new impetus with the passage of the 1964 Library Services and Construction Act - P.L. 89-511. Under Title II of this act the government has allocated funds to support the improvement and extension of public library service. Numerous experimental programs to extend service to the disadvantaged have received grants under this act. Here in Hawaii, we find the legal basis for our program in the Hawaii Revised State Law 45-1. (See following page)

C. 44 : 871

CHAPTER 45
LIBRARIES

PART I. LIBRARY OF HAWAII

§ 45–1. Establishment; trustees. There shall be a free circulating public library to be known as the Library of Hawaii which shall be governed by a board to be known as the trustees of the Library of Hawaii, the members of which shall be residents of the Territory and shall be appointed by the governor as provided in section 80 of the Organic Act. The board shall consist of seven members appointed as aforesaid; provided that for so long as the existing contract between the board and the Friends of the Library of Hawaii, originally known as the Honolulu Library and Reading Rooms Association, continues, or a new one between the parties is entered into and is in effect, whereby the Library of Hawaii continues to obtain the use of the books, property and income of the Friends of the Library of Hawaii, the Friends of the Library of Hawaii shall have the right to nominate three of the members who shall be appointed by the governor. The trustees shall be appointed for terms of six years, and until their successors are appointed; provided that for the first terms, two shall be appointed for two years, two for four years and the remainder for six years, and any vacancy shall be filled for appointment for the unexpired term. They shall serve without pay. A majority of the board shall constitute a quorum for the transaction of business. [L. 1909, c. 83, s. 1; R. L. 1925, s. 416; R. L. 1835, s. 800; R. L. 1945, s. 1911; am. L. 1953, c. 171, s. 1; am. L. 1955, c. 102, s. 1.]

§ 45–2. Duties of trustees. The board shall care for, manage and control all property set apart, donated, loaned to, or in any manner acquired for the use of the library; receive, care for, expend and acount for any money which may be received for the purpose of erecting a building for the library or for any other purposes of the library; collect, purchase, receive gifts of and otherwise acquire all books and other publications proper for the library, and arrange, classify and catalogue the same; provide for their safekeeping; expend moneys appropriated by the legislature and otherwise acquired for the development, use, support and maintenance of the library; provide ways and means for placing the library within reach of all residents throughout the Territory and particularly of all public and private school children; provide and maintain branch libraries, offices, or places for the distribution of books and periodicals throughout the Territory; make such contracts as may be necessary to carry into effect the general duties herein imposed; appoint a president, secretary and treasurer from among its members, and such other officers and employees as it deems necessary; and make rules and regulations for its own guidance, for the management and use of the library, and for the control of the property under its management. [L. 1909, c. 83, s. 2; R. L. 1925, s. 3417; R. L. 1935, s. 801; R. L. 1945, s. 1912.]

§ 45–3. Powers of trustees; special fund. The board may make such arrangements or contracts as are approved by the governor, with any county, city, association, society, person or persons, for the purpose of benefiting the library and increasing its facilities and use; enter into such arrangement or contract as is approved by the governor, with the Friends of the Library of Hawaii, for the purpose of obtaining for the Library of Hawaii the use of the books and property and income of the Friends of the Library of Hawaii; cooperate by exchange and otherwise with libraries now existing or hereafter to be formed; receive, use, manage, or invest moneys or other property, real, personal, or mixed which may be given, bequeathed, devised or in any manner received from sources other than the legislature or any federal appropriation for any or all purposes of the Library of Hawaii; deposit with the treasurer of the Territory in a special fund to be known as "special

CHARACTERISTICS OF THE DISADVANTAGED

Characteristics of the disadvantaged individual as described by Riessman include the following:[4]

(a) is relatively slow at cognitive tasks, but not stupid;

(b) appears to learn most readily through a physical, concrete approach (often is slow, but may be persistent when the content is meaningful and valued);

(c) often appears to be anti-intellectual, pragmatic rather than theoretical;

(d) is traditional, superstitious, and somewhat religious in a traditional sense;

(e) is from a male-centered culture, except for a major section of the Negro subculture;

(f) is inflexible and not open to reason about many of his beliefs (morality, diet, family polarity, and educational practice are examples of these beliefs);

(g) feels alienated from the larger social structure, with resultant frustration;

(h) holds others to blame for his misfortunes;

(i) values masculinity and attendant action, viewing intellectual activities as unmasculine;

(j) appreciates knowledge for its practical, vocational ends, but rarely values it for its own sake;

(k) desires a better standard of living, with personal comforts for himself and his family, but does not wish to adopt a middle-class way of life;

(l) is deficient in auditory attention and interpretation skills;

(m) reads ineffectively and is deficient in the communication skills generally, has wide areas of ignorance, and often is suggestible, although he may be suspicious of innovations.

CHARACTERISTICS OF KALIHI-PALAMA

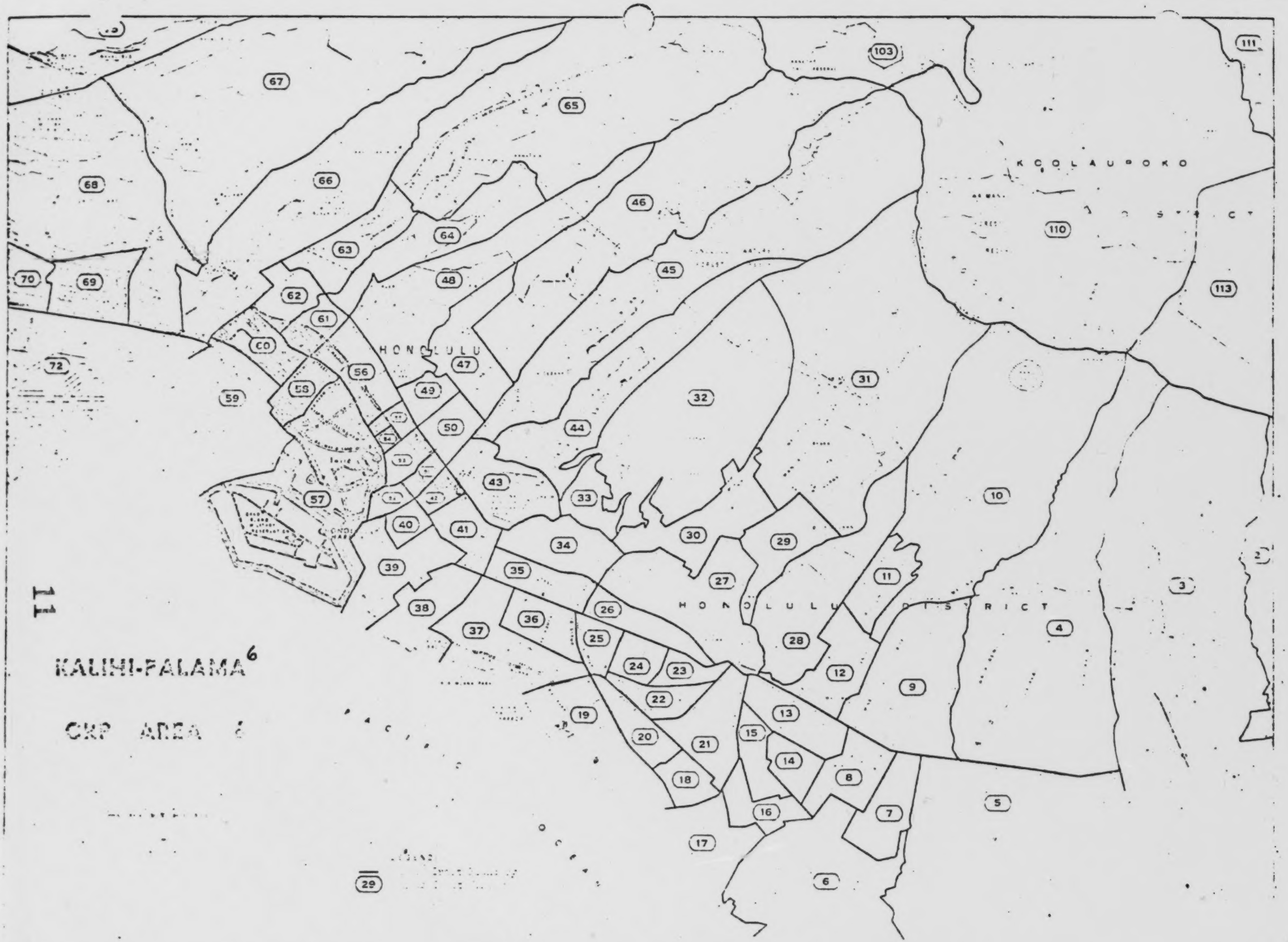
Kalihi-Palama (C R P Area 6)[5]

The Kalihi-Palama C R P (Community Renewal Program of Honolulu) area is an irregularly shaped section bordered on the mauka side by the Lunalilo Freeway, on the makai side by Honolulu Harbor, on the Diamond Head side by Liliha and King streets and on the Ewa side by Middle Street. It consists of 1,489 acres on eight census tracts - 54, 57, 58, 60 and parts of 55, 56, 61 and 62.

The majority of the population is located just makai of the Lunalilo Freeway and in the neighborhood of Kalihi Street. Mayor Wright Housing, built in 1952, houses 362 families, a significant part of the population concentration. The rest of the land area in the C R P area is devoted to mixed industrial uses, but many residences are still within the industrial section. Homes are mostly old, and although some are still in good repair, the area overall is dilapidated. There are no new homes in the area. On Sand Island, there is a scattering of occupied squatters' shacks.

The residential character of the area, despite the industrial development, is indicated by the presence of six schools: Kalihi Kai, Farrington High School, Kalakaua Intermediate, St. Anthony, Kaiulani, and Honolulu Technical School.

The population of 21,467 in 1960 was predominantly Oriental with a preponderence of Japanese, 34.1 per cent. The age-sex pyramid indicates general conformance with the Oahu norm, except for a smaller number of males age 20 to 24 and a larger number of males 45 to 65. Population increased 5.7 per cent, to 22,693 between 1960 and 1965.


KOOLAUPOKO
DISTRICT
HONOLULU
HONOLULU DISTRICT
KALIHI-PALAMA
CBP AREA
67
68
66
65
103
111
46
64
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110
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48
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113
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72
56
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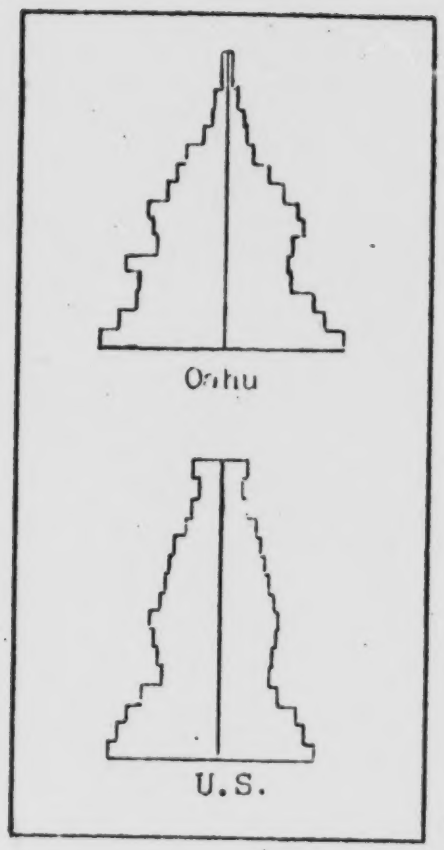
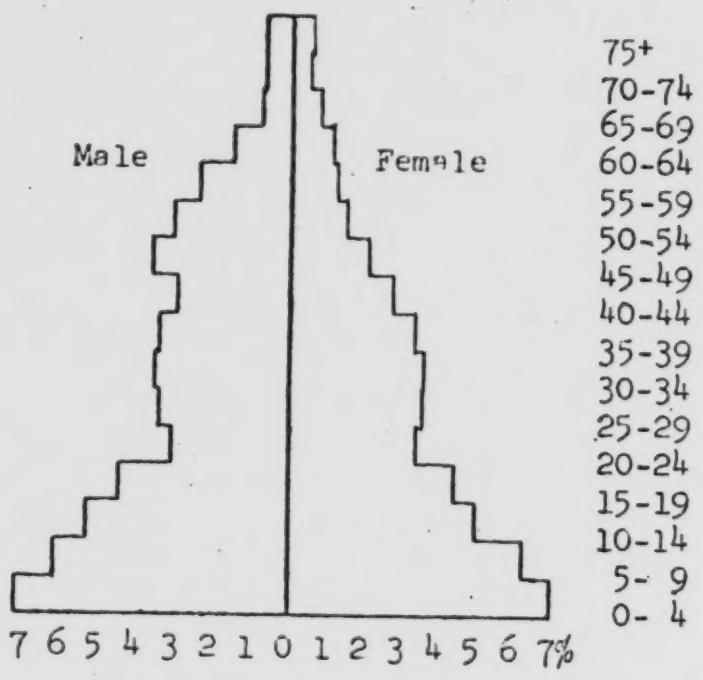
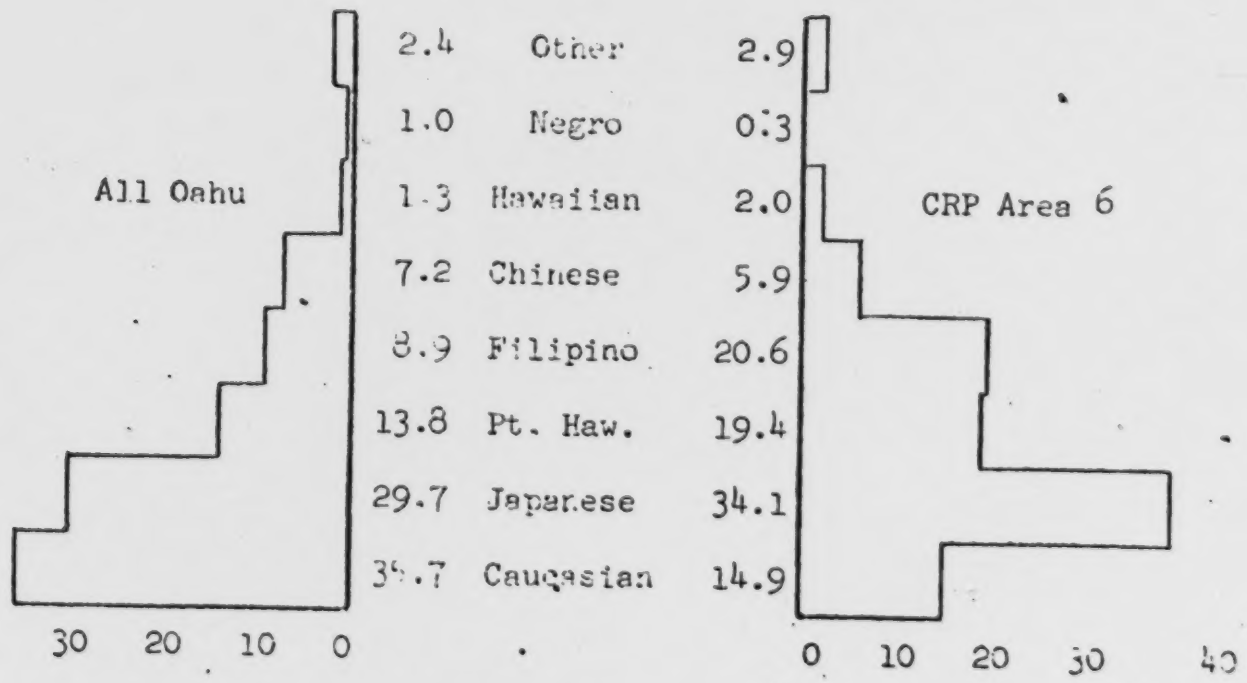
KALIHI, PALAMA - CRP AREA 6*
C.T. 54, 55*, 56*, 57, 58, 60, 61*, 62*





AGE & SEX PYRAMID



% ETHNIC DISTRIBUTION

* Part

Population: 21,467 '60 U. S. Census
21,472 '64 Hawaii Dept. Health Estimate
22,6[illegible] '6 Hawaii Dept. Health Estimate

Source: U. S. Census, 1960

SOCIAL PROFILE 8

CRP AREA 6 - PALAMA

ECONOMIC STATUS						EDUCATION—HEALTH				CRIME				JUVENILE COURT	WELFARE			ELEMENTARY SCHOOLS
Median Income ($100)		Under $4,000		Un-emp	Sub Hsg	8 or less	13 or More	TB	Illegit.	Reports I	Reports II	Arrests I	Arrests II	Cases	ADC	AD	OAA	Needy
'60	'64	% '60	% '64	% '60	% '60	% '60	% '60	/M '64	/M '64	% '64	% '64	% '64	% '64	/M Ac '65 Re '65	/M '66	/M '66	/M '66	/M '65

PERCENTILE DISTRIBUTION ALL OAHU

100
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80
70
60
50
40
30
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10
0

67 70 19 15 2.7 15 32 15 3.5 51 2.7 2.8 .4 1.2 .43 .65 2.3 1.1 .7 1 1

56 59 31 30 3.9 37 50 5 6.7 146 3.6 3.4 1.0 2.0 1.3 2.9 18 4.7 6.0 39

FAVORABLE

UNFAVORABLE

I-30

10

General (3) (4) (7)

KALIHI PALAMA COMMUNITY ORGANIZATIONS AND INSTITUTIONS[9]

Kalihi-Palama -- Index of Community Organizations and Institutions[10]

Community Organizations:

1. Aloha Yigo Club**
2. Filipino Federation of America, Inc.**
3. Kalihi-Palama Community Council*
4. Kalakaua Lions
5. Mayor Wright Housing
6. Mayor Wright Juvenile Patrol
7. Palama Neighborhood Assn.**
8. Susannah Wesley Community Center

Public Schools:

9. Central Intermediate**
10. Farrington High
11. Fern Elementary**
12. Kaiulani Elementary
13. Kalakaua Intermediate
14. Kalihi-Kai Elementary
15. Kalihiwaena Elementary
16. Kapalama Elementary
17. Kaulewela Elementary
18. Likelike Intermediate
19. McKinley High
20. Puuhale Elementary

Other Educational Institutions:

21. Damien Memorial High
22. Kalihi Br. State Library**
23. St. Anthony
24. St. Johns**
25. St. Theresa*

Churches:

26. Aldersgate Methodist Church
27. Apostolic Faith Church**
28. Bishops Storehouse (LDS)**
29. Hawn. Pentecostal Full Gospel Assy**
30. Jikoen Temple**
31. Kalihi Union Church
32. Ka Makua Mau Loa Church**
33. Kaumakapili Protestant Church
34. Katuhira Jinsha Temple of Haw.**
35. St. Elizabeth's Episcopal Church
36. St. John the Baptist Church**
37. Pearl Harbor Stake (LDS) Regional**

Parks & Recreation:

38. Kalakaua Playground**
39. Kalihi-Kai Playground**
40. Kam Field**
41. Kauluwela Playground**
42. Kuhio Park Terrace

* - Inter-Group Organization
** - Institutions or facilities not shown on organization table

SPEAKERS — DISCUSSIONS

GENERAL COORDINATION

SPECIAL COMMITTEE

STANDING COMMITTEE

SPECIAL ACTION (Major Function)

CRP AREA 6 KALIHI PALAMA

COMMUNITY ORGANIZATION

ORGANIZATIONS PROGRAM ACTIVITIES RELATING TO COMMUNITY NEEDS[11]

	SCHOOLS	LIBRARIES	RECREATIONAL FACILITIES	JUVENILE DELINQUENCY	HEALTH SERVICES	SOCIAL SERVICES	MUNICIPAL SERVICES	EMPLOYMENT	HOUSING	FLOODING	ZONING	HIGHWAYS — TRAFFIC	SHOPPING CENTERS	OTHERS
Kalihi-Palama Comm. Council														
Kalakaua Lions														
Mayor Wright Housing														
Mayor Wright Juvenile Patrol														
Susannah Wesley Comm. Center														
PUBLIC SCHOOLS														
Farrington High														
Kalulani Elementary														
Kalakaua Intermediate														
Kalihi-Kai Elementary														
Kalihi Waena Elementary														
Kapalama Elementary														
Likelike Elementary														
Puuhale Elementary														
OTHER ED. INSTITUTIONS														
Damien Memorial High														
St. Anthony														
CHURCHES														
Collegiate Methodist Church														
Kalihi Union Church														
Kapalama Hill Protestant Church														
St. Elizabeth's Episcopal Ch.														

CHARACTERISTICS OF
CRP AREA 6
KALIHI - PALAMA'2

COMMUNITY ORGANIZATIONS	No. of Members	% Male	% Female	Age Range of Members	Frequency of Meetings	Nature of Meetings	Average Attendance	Number who Attend Regularly	Membership Qualification	MEMBERSHIP DISTRIBUTION	Per cent of members in Primary Area	Per cent of members in Contiguous Area	Per cent of members in Non-Contiguous Areas	Date Organized	General Purpose
Kalihi-Palama Comm. Council					1/M	Business			Interest					1945	Administrative body for Orgs.
Kalakaua Lions	47	100		32-55	2/M	Business	43		Invitation		90	10		1951	Support Community Programs
Mayor Wright Housing	2700	50	50	1-90					Low Income Level		100				Provide Shelter for Members
Mayor Wright Juvenile Patrol	29	100		18-41	1/M	Business	29	29	Age 18 Good Record		100			1966	Patrol Housing, work w/kids
Susannah Wesley Comm. Center	300	60	40	6-18		Bus./Soc			None		50	50			Community Service
PUBLIC SCHOOLS:															
Farrington High	1045	40	60	35-60	4/Y	Business	157	7	Par./Dues		75	15	10		
Kaiulani Elementary	285	50	50	20-40	5/Y	Business	200	150	Par./Dues		90	10			Improve Parent-Teach.-Student Relations
Kalkaua Intermediate	800				5/Y	Business	200	100	Interest		60	30	10		
Kalihi-Kai Elementary	450				5/Y	Business	250	200	Parents		100				
Kalihi-Waena Elementary	355	50	50		5/Y	Bus./Soc	150	125	Parents		75	25			Parent-Teacher Relations
Kapalama Elementary	950	50	50		5/Y	Business	100	75	Parents		95	5			Parent-Teacher Relations
Likelike Elementary	537	50	50	22-45	5/Y	Business	285	260	None		70	25	5		Parent-Teacher Relations
Puuhale Elementary	600F				5/Y		200F	170F	Interest		10	90			Support School Activities
OTHER ED. INSTITUTIONS:															
Damien Memorial High	535	50	50	30-50	9/Y	Bus./Soc.	250	50	Par./Teach.		33	33	33	1962	Parent-Teacher Relations
St. Anthony	300	50	50	25-45	10/Y	Bus./Soc.	200	50	Parents		35	30	35	1929	Parent Teacher Relations
CHURCHES:															
Aldersgate Methodist Church	380	50	50		1/W	Worship	200	175	Interest		40	30	30	1918	Provide religious help
Kalihi Union Church	1300	50	50	3-80	1/W	Worship	1200	1200	Baptism		30	45	25	1913	
Mapunapuna Protestant Church	185	40	60	15-70	1/W		95	95	Baptism		30	40	30	1836	Community Service (Spiritual)
St. Elizabeth's Episcopal Church	300				1/W		170	100	Adult (w/good record)		20	50	30		Spiritual support to community

F - Families

MODEL CITY REPORTS[13]

Welfare (Miss Arleen Merritt, Chairman)

1. Problems and Causes in Perspective

Kalihi-Palama Model Neighborhood Area residents exhibit a high level of economic dependency, in comparison with Honolulu as a whole.

Incentives to get off welfare are not realistic or attractive.

Welfare payments are too low in view of Hawaii's high-cost economy.

Many potentially eligible needy persons are not applying for aid.

Persons receiving financial assistance in Kalihi-Palama tend to have other associated problems, such as family instability and physical disability.

Conflicts between sub-cultures and the dominant western culture have led to severe individual problems of adjustment and high levels of chronic economic dependency among some ethnic groups, particularly the Hawaiian.

Shortcomings in the delivery of welfare services tend to create hostility in people, "turns them off," and heightens the applicants' sense of failure and alienation. Services are not close to the people and not available on a 24 hour basis.

Coordination among agencies is not adequate to achieve maximum effective use of available resources.

Social service recipients have no opportunity to participate in the planning and decision-making process of public and private welfare agencies.

The quantity and the quality of medical services available to welfare recipients in Kalihi-Palama are not conducive to the maintenance of good health.

Employment (Mr. Takeshi Uyesugi, Chairman)

1. Problems and Causes in Perspective

Income levels in the Kalihi-Palama Model Neighborhood Area are low perhaps because of the predominance of low-paying jobs open to many residents who do not have the necessary education and training to advance to higher-paying employment. This places a particularly acute hardship on low-income residents because of Hawaii's high living costs.

Three target groups present an immediate employment concern in Kalihi-Palama.

a. The long-term unemployed, particularly the unskilled.
b. Those not in the labor force (i.e. not seeking work) and have been discouraged or lost their desire to work.
c. Those in school who want part-time work for expenses while in school or who are faced with imminent job search when they leave or graduate from school.

There is some doubt that it is beneficial for Hawaii's economy to become increasingly reliant on the tourist industries which create a large number of jobs with less opportunities for socio-economic advancement. Although the State has a General Economic Plan, it has not been coordinated with the other government agencies or with the Kalihi-Palama Model City Planning.

There is a lack of and limited access to information about employment and training opportunities to Kalihi-Palama residents who may or can benefit from them.

Contraints (other than for AFDC families) exist for welfare recipients who work in low-paying jobs. The pay may be equal to the welfare allotment and subsequent reduction in welfare allowances results in serious disincentive for recipients to work.

There is a lack of planned and coordinated training for entry-level jobs and retraining programs in private firms and among government agencies.

Dislike by some Kalihi-Palama youth for the prevalent academic curriculum in our public secondary schools results in thier drop-out, push-out or cut-out. These youth become the poorly educated, the untrained and the marginally employed or unemployed. Moreover, high school students are not adequately counseled in work opportunities so that they are not prepared to seek employment when they leave or graduate from school.

3 year residency requirement prevent well-meaning newcomers from obtaining a position in employment.

Law Enforcement (Mr. Peter Ng, Chairman)

1. Problems and Causes in Perspective

The Kalihi-Palama Model Neighborhood Area shows higher crime complaint and arrest rates than the rest of Oahu (excluding Waianae-Nanakuli) with the major offenses appearing to be crimes against property-robbery, burglary, auto theft, vandalism and inhalation of volatile substances (glue sniffing, paint-sniffing).

Crimes against property and against self represent a larger share of the arrests among the under 18 age group in the Kalihi-Palama area than among older persons.

Those persons who commit offenses usually have low income, low education, unemployment and/or recent immigrant backgrounds but it is not to be construed that all people in the above categories are criminal offenders.

Considering the continued rapid expansion of population in the Honolulu area and the accompanying law enforcement problems of urbanized life especially in the public housing areas of the Kalihi-Palama Model Neighborhood Area, the Police Department faces a severe problem of obtaining sufficient qualified officers.

There is some evidence that under present environmental conditions, the juvenile detention home, the youth correctional facilities and the Hawaii State Prison may be encouraging and reinforcing illegal behavior among young and adult persons.

Health (Sister Maureen, Chairman)

1. Problems and Causes in Perspective

a. The Kalihi-Palama Model Neighborhood Area shows poor standard health indices--when compared with the rest of Oahu.

b. Health services are difficult to obtain because of a lack of doctors, poor transportation, or lack of day care services.

c. There is no public hospital in Oahu providing general care for the indigent and the medically indigent. Many indigent patients who receive welfare payments to attend private hospitals feel that they receive discriminatory treatment.

d. Dental care is inadequate and tooth decay is a major public health problem among low-income families.

e. Medical care for the indigent and the medically indigent is fragmented and uncoordinated, resulting in less than maximum effectiveness in dealing with the patient's total health problems.

f. A significant number of families in the Kalihi-Palama area are not covered by either private medical insurance or public assistance for medical expenses.

g. Little effort is made by the health agencies to relate their programs to broader environmental improvements that affect personal health.

h. Parents indicated their desire for health education to assist them in coping with the following areas:

(1) Glue and paint sniffing of teenagers
(2) Sex education
(3) Nutrition
(4) First Aid
(5) Emotional Problems

i. Dental care is presently inadequate to meet the high level of need for all age groups. Programs exist to provide care but long waiting lists indicate the magnitude of the problem and the need for more facilities and more personnel to provide services.

j. Hospital clinics provide services but problems in this area were identified as:

(1) Long waiting periods in the clinic
(2) Changing doctors
(3) Personnel attitudes

k. School health services seem markedly limited since public health nurses seem to have multiple duties (clinics, etc.) outside of schools which give them little time in the school.

l. Day care programs and facilities for all age groups are inadequate making it difficult at times to be free to seek health services.

m. Environmental health hazards include:

(1) Insects and rodents especially in housing projects without screen doors.
(2) Aircraft noise that may affect hearing as well as scholastic achievement.
(3) Inadequate lighting in areas which may provide cover-up for glue and paint sniffers.
(4) Inadequate rubbish containers and infrequent pick-up.
(5) Kuhio Park hazard over stream traversed by school children.

n. Preventive health programs for all age groups are not utilized fully or may not be available to the degree that could assure early detection and treatment of disease.

o. Health Insurance for the disadvantaged is not now widely available and the target area residents awareness of the impact of Title XIX implementation on July 1, 1969 is limited.

p. Information on services available is not widely known.

q. The inadequate number of professionals in the health field in the area limits services - physicians, dentists, nurses, social workers.

r. Representation of the clients of Department of Social Services does not exist on the Department's Medical Advisory Committee.

Education Problem Statement Summary Kalihi-Palama Model Neighborhood Area

1. Low education achievement handicaps many Model Neighborhood Area residents.

   a. The median education level of Kalihi-Palama residents (grade 10) is lower than that of the rest of Oahu (grade 11). The City Demonstration Agency survey showed that half of the heads of households in Kalihi-Palama had 10th grade or less education.

   b. Lack of education handicaps many Model Neighborhood Area residents in their job search. Over two-thirds of those in Kalihi-Palama who were identified as "disadvantaged" jobseekers with the Hawaii State Employment Service in June 1968 had not finished high school and half of them had less than a 9th grade education.

   c. Lack of education reduces the potential for earning higher incomes. The City Demonstration Agency survey showed that a third of the heads of households in Kalihi-Palama were receiving incomes at poverty levels (less than $3,500) and of this group, two-thirds had completed less than 11 years of school.

   d. Low education attainment is associated with law offenders. Police Department statistics indicate that more than half of the Kalihi-Palama arrestees in 1966-67 had less than 10th grade schooling.

   It is evident that education is a vital factor in determining the propensity toward a good life - that having more education qualifies an individual for more employment opportunities, greater income expectation and an understanding of community affairs which can contribute toward a better quality of urban neighborhood.

   Low education achievement for the present generation of Model Neighborhood Area students will mean the cycle may be repeated.

2. Many Model Neighborhood Area students are "turned off" by the educational system.

   a. This disenchantment is illustrated by achievement scores (Sequential Test of Educational Progress) which decline from a mean percentile of 42 in grade 4 to 30 in grade 12. It culminates in a drop-out percent age ranging from 4.0 to 17.9 for public Model Neighborhood Area schools (grades 9-12) compared to a statewide rate of 2.3 percent. In the City Demonstration Survey, of those persons age 25 or younger who had left school sometime in the last five years, a third said they dropped out because they didn't like school. Absenteeism is also symptomatic and Kalihi-Palama schools recorded close to 7 percent average daily absences in 1966-67 compared with 5.9 percent for all Oahu.

b. Students develop negative attitudes as they repeatedly fail to show success in school. The schools have not provided sufficient flexible incentives for non-academically inclined students. Different cultural perceptions of the value of education are not considered in motivational programs as well as in development of more appropriate testing measurements. Reading difficulties are not adequately dealt with and reinforce negative results in tests.

c. There is lack of choice in curriculum and teaching methods. No concentrated effort has been made to design curriculum content and teaching methods to meet the particular circumstances and needs of Model Neighborhood Area schools and the group of students within them. Special programs such as Headstart which help to develop the potentials of pre-school children do not receive adequate follow-up. There are special language and reading programs but they are not effectively coordinated with the individual schools. Residents have expressed special needs in health and sex education which they feel do not receive adequate attention. In addition, residents question whether special demonstration programs (such as PL 89-10) have made any impact on the curriculum.

A very important problem for Model Neighborhood Area secondary schools has been on the controversial and changing program of vocational education. According to the State Master Plan for Vocational Education, its emphasis is being shifted to the Community College System under the University of Hawaii. The Master Plan does call for interest occupational cluster courses to be developed in the secondary schools but the specific job preparation courses will be postponed to post-high school education. Acquisition of actual job skills are left to on-th-job training relying on government-sponsored training programs, apprenticeship and other private training programs. The dilemma (sic) for Model Neighborhood Area residents, particularly those in the poverty groups are that (1) many youth from low-income families cannot afford to postpone their training because they are faced with an economic necessity to work; (2) many youth are not suited to the academic curriculum and will not finish high school which means they may not go on to Community College, and (3) while proposals and new plans wait to be implemented, more youth will go into the labor market ill-prepared for a competitive economic society and many will become unemployed or marginally employed burdens on the community.

Lack of vocational guidance in high school has also handicapped Model Neighborhood Area students in their post-high school experience. High school guidance counselors seem to be mis-used by the administration to do sundry tasks and what guidance exists is often directed toward the college-bound youth.

d. The present methods of dealing with attendance and disciplinary problems are inadequate and do not deal with the problem but pass it on to someone else. Residents indicate that suspending children from school creates other problems. The present counselling ratio of one counselor to 600 students is acutely inadequate for all schools and especially so for Model Neighborhood Area secondary schools.

3. Most Model Neighborhood Area residents feel that their schools are not responsive to their needs, are not communicating with them and do not provide for meaningful community participation.

Available Department of Education statistics show that for one elementary school in the Kalihi-Palama Model Neighborhood Area, parent participation at PTA meetings averaged 20 percent while parent-teacher conferences averaged 86 percent. Many Model Neighborhood Area residents feel that PTA meetings are too "structured" and the result is a boring, non-communicative experience for most parents. There appears to be inadequate communication between school administrators and teachers with parents and community residents especially with those who may hold different values of education. There appears to be increasing problems with intermediate level students which are not communicated between the school and parents. Kalihi-Palama residents point out that school admission procedures may not be understood, especially by new residents and immigrants.

4. There is a continuing problem in obtaining and retaining qualified teachers.

In addition to an insufficient number of locally trained teachers, the recruitment problem is compounded by low beginning salaries (4,774 - $5,877)(sic). The result is that many locally trained teachers recruited from out-of-state stay on the average, for only two to three years.

Residents feel that the pupil-teacher ratio should be more flexible to allow lower ratios for Model Neighborhood Area schools and that new teachers should be given an orientation to the Model Neighborhood Area community and the general needs of the students.

5. There is a lack of planning and coordination among government agencies responsible for providing and maintaining adequate school facilities and promoting a conducive physical environment.

a. School enrollment projections for Kalihi-Palama have not been integrated with economic development and physical planning due to lack of coordination between the three State agencies (Department of Education, Department of Accounting and General Services (DAGS) and Department of Planning and Economic Development (DPED).

b. The schools have not been provided with adequate custodial services. Part of the problem is attributed to the organizational disruption caused by the transfer of school maintenance

and repair services from the City and County of Honolulu to the State. Another factor is the shortage of maintenance personnel caused by non-competitive wages, inefficient work methods and menial tasks.

c. A special and high priority problem for Kalihi-Palama schools is the disturbance and possible physical impairment caused by low-flying aircraft. Not only does it disrupt learning but it is also a health and safety hazard.

6. <u>There are insufficient supporting services and lack of coordination in health, public welfare, security measures and lack of supportive school staff</u>.

a. There is lack of participation and use of information from the employment and economic development systems in school vocation programs.

b. Chronic health problems of students debilitate their energies for learning and may seriously affect their achievement levels.

c. Children from low-income families may require special understanding and motivation to learn. Not enough is known of the family's problems to deal with the individual school child.

d. Kalihi-Palama residents and school personnel are concerned about the presence of outsiders especially on secondary school campuses. There seems to be a lack of communication and understanding about school regulations prohibiting visitors without prior permission from the school administration. Residents have also expressed their concern in increased activity in secondary schools of narcotic sales, hi-jacking techniques and glue and paint sniffing.

Library facilities which are part of the DOE system need to be coordinated with school enrollment and curriculum requirements. The Kalihi-Palama neighborhood branch library has shown a decline in circulation since the completion of the Lunalilo Freeway-Kalihi Street Interchange located in its immediate vicinity.

f. Community usage of facilities has been a neglected potential linkage for other programs such as recreation. Maximum use of public facilities seems desirable if community participation warrants it and security measures can ensure reasonable safety. The City and County Department of Parks and Recreation should be coordinated with the school land acquisition program.

<u>Culture and the Arts</u> (Fuifatu Fauolo, Chairman)

1. <u>Problems and Causes in Perspective</u>.

Ethnic cultures and their art forms in Hawaii, including the once dominant Hawaiian culture, are losing their identity and vitality in the Model Neighborhood Area as elsewhere in the Islands.

Many residents are neither prepared nor in a position to realize a full range of benefits from the broadly encompassing "mainstream" American culture. Participation rates in the arts are particularly low among Kalihi-Palama residents due largely to inadequacy and inaccessibility of services and facilities, cultural alienation, and what amounts to prohibitive costs.

Few organizations and institutions are active in cultural preservation and teaching in Kalihi-Palama, and few provide opportunities for artistic expression and participation here.

The potential for cultural activities runs high among Model Neighborhood Area residents, but the need has not been adequately identified either by the local residents or by leaders of cultural organizations and institutions whose concern for the most part lies elsewhere.

Housing (Charles Gay, Chairman)

1. Problems and Causes in Perspective

About 32% of the housing units in Kalihi-Palama Model Neighborhood Area are in substandard physical condition, either deteriorating and dilapidated.

About 40% of the housing units in Kalihi-Palama Model Neighborhood Area are overcrowded, generally because there is an inadequate supply of housing units with enough rooms to accomodate large families. In addition, the present lot sizes in single-family residential areas do not afford sufficient space to add more bedrooms.

Low income Model Neighborhood Area residents -- both renters and owners -- generally pay larger shares of their incomes for housing than do households who are better off financially, and, this housing tends to be in poorer condition. Moreover, there is a feeling among some of the Model Neighborhood Area residents that there are no uniform rental policies within the existing subsidized public housing units in Kalihi-Palama.

The private housing market is providing an inadequate number of new units to meet population growth at all income levels. The shortage for low and moderate-income households including single individuals is particularly acute. This is because of the high costs of land, labor, materials and taxes. Moreover, the inability of some Model Neighborhood Area residents to obtain financing for improving their housing circumstance adds to this difficulty. Accordingly, the cost of housing to both buyers and renters is high.

Public programs have been unable to fill the housing gap. There is an inadequate supply of Federal and State subsidized housing for low-income households.

There is a scarcity of available fee simple land. In addition, there is an unusually high percentage of fee simple land held by a few owners.

Planning and Urban Design (Arthur Y. Akinaka, Chairman)

1. Problems and Causes in Perspective

Noise and hazard from jets, especially the Air Force KC 135 tankers, taking off across Kalihi-Palama from Honolulu International Airport disrupt the lives and activities of the people as well as pose a constant peril.

Pressures to force land-use change are disrupting the community and squeezing out long time residents with no protection -- or at most inadequate protection where public condemnation is involved -- for the interests of those dislocated. High land values, specualtion, and taxes have tended to discourage private rehabilitation of residential property.

A concentration of public housing has introduced community disruption and social confict.

The overall street system is disruptive of some neighborhoods by bringing thru-traffic onto local streets which are hardly adequate even for local traffic. Traffic dangers from inadequate street lighting, lack of sidewalks in some places, and blind intersections.

Zoning for apartments has increased densities thereby over-burdening many narrow streets, old sewer lines, and public facilities.

Old sewer lines need replacement but should be coordinated with improvement of streets. Unfortunately these improvements require property owner financing, which can impose hardships on many owners.

Certain public facilities contribute to blight -- the City's incinerator and the State prison.

Noxious industries create odors, spread dust, and dump raw wastes into the drainage canals.

The amount of park acreage is inadequate and the range of park types does not serve all segments of the population.

The area has had imposed upon it a concentration of public housing projects and Urban Renewal bulldozing.

2. Causes

With only at-large representation on the City Council, the area has no direct voice representing its local needs.

Public planning generally is centralized, professionalized, and bureaucratized with local communication limited to formal hearings and individual petitions. Citizen Participation in the planning process has in effect, been discouraged, especially among Model Neighborhood Area residents.

Land was originally subdivided to meet the needs of the horse and buggy era, but the pattern and size of lots are frequently less than suitable for the automobile age.

The area developed when street and housing standards were low and violations often went unnoticed.

The City has yet to develop a human policy in its code enforcement programs which can both check blight and exercise flexibility in helping individuals overcome hardship problems.

The area abounds with small, odd shaped lots on narrow private streets, which by being substandard according to zoning, are disqualified from rehabilitation assistance under normal federal programs.

Located near the downtown and astride the Island's major arteries, the land is often far more valuable than the improvements on it.

Four-fifths of the resident (sic) are tenants even though more than four-fifths would prefer to buy if they could.

The lack of means to help tenants become owners prevent many residents from feeling a part of the community and thus from taking an active interest in community affairs.

Long an entry area of immigrants and pockets of poor, the Palama section has not attracted investment for upgrading. Many absentee landlords do not maintain their rental units.

Land-use planning in Kalihi-Palama has tended to follow the dictates of the market, hence has leaned toward higher densities and apartments even in opposition to local residents' preferences to maintain the area predominantly in single family use. Planning has not been geared to local needs.

Planning agencies have tended to deal in gross considerations of land uses, traffic, and people; yet those agencies know little about either the overall or the personal impacts of planning decisions.

Coordination among agencies for both planning and plan coordination has not brought concerted action on problems.

An inadequate supply of housing generally keeps the demand for deteriorated units high.

Weaknesses in the improvement district provision have discouraged upgrading.

Recreation (Robert Wright - Chairman)

1. Problems and Causes in Perspective

Park space for local use -- in neighborhood, community, and district parks -- is severly deficient.

Recreational services do not reflect the range of needs according to different ages and cultural orientations. For example, senior citizens and pre-schoolars need their own kind of recreational spaces. In addition, present after school recreational programs are inadequate to meet the residents (sic) needs. Especially thse who are working mothers.

There is an inadequate diversity of recreational forms. New kinds of parks and programs seem called for.

Some existing facilities and programs, in being underutilized, suggest an unresponsiveness to unusual needs or at least a limited capability by recreational agencies to communicate with some segments of the population and to ascertain their real needs. Access difficulties and social problems compound the situation.

Coordination has been less than adequate between recreational interests and those agencies not primarily responsible for recreation but whose facilities have recreational potential -- such as flood control channels, churches, schools, and social clubs.

Inadequate supervision at existing public facilities.

2. Causes

Lack of direct local involvement in the planning and programming of recreational activities and facilities. The operations are too centralized and too professionalized for more effective local communications.

Inadequate funds for experimentation with more thorough evaluative processes and with new kinds of parks and programs so as to try to reach a greater diversity of people not now being served adequately.

Rapid urbanization is creating a backlog of needed projects, and the local political strength is too small within the centralized City administration for local needs to receive a high priority when needs are so great all over Oahu.

Citizen Participation (Rev. Edwin Bonsey, Chairman)

1. Problems and Causes in Perspective

Participation in planning activities has been low in Kalihi-Palama where a majority of those attending meetings tend to be there with an immediate self interest such as the property owners. There is need to develop self interest for the low income non-property owner in the form of hopes and rewards.

The Community Action Program, as well as social service and educational institutions, have emphasized direct service rather than organizing low-income residents to participate in the planning and formulation of programs. In general, public and private agencies tend to be reluctant to have local residents actively participate in decision making, especially those who are culturally poor and not in the mainstream of the society. As a result, residents see programs as being beyond their control and influence and participation has been further discouraged.

Voter registration in the Kalihi-Palama Model Neighborhood Area is low, but among those registered, voting rates appear to be at the same high levels as elsewhere in Honolulu.

The electoral system does not provide for an effective, representative constituency relationship between elected city officials and Model Neighborhood residents.

Low-income Model Neighborhood residents have in the past not been able to gain and utilize effective technical training and assistance so as to influence the major public and private programs specifically affecting their areas.

Participation in community oriented voluntary organizations appears to be low in the Kalihi-Palama area which has a higher rate of tenancy and transiency.

IMPLICATIONS FOR THE LIBRARY

The library should recognize and assert its responsibility as a public institution to elevate the quality of the lives of the disadvantaged, and to be fully cognizant that in so doing, it actually serves all society. A blemish, untreated, eventually flares up into a major acne problem as evidenced by the riots in many of the nation's major cities. At present, many of the disadvantaged feel that existing social agencies are not meeting their needs, thereby creating a sense of hopelessness in the old and helpless rage in the young. Thus, ironically, the very agencies which are supposed to be instrumental in breaking the cycle of poverty are nurturing it by creating attitudes which do not promote constructive self-help. Poverty coupled with helpless rage equals an explosive situation in which no member of our society can escape unscathed. The library, being aware of this, should perhaps be the first to reach out to help the disadvantaged. Also, since the disadvantaged tends to be a non-user of library services, the library should develop aggressive, creative, and possibly unconventional programs to meet the unique needs of this group. Lastly, the library should provide necessary information, vocational, recreational materials which meet these needs and thereby help create a climate of optimum growth for the disadvantaged so that he is better able to close the gap of inequities separating him from the rest of America.

OBJECTIVES

In light of the study, the objectives of the Kalihi-Palama Library should be:

1. To be sensitive to and identify the changing needs of the community and tailor library services accordingly.

2. To develop creative programs to extend the teaching of library services to non-users.

3. To increase efforts to assure potential users are aware of the full range of library services.

4. To encourage young adults to become long term patrons.

5. To provide adequate library resources to meet the requirements of students to support their educational endeavors.

6. To promote interlibrary cooperation to make the best possible use of collections.

7. To provide means for continuing self-education made necessary by a technological and complex society. (job retraining, improving proficiency, learning additional skills, broadening horizons)

8. To be constituted as a positive alternative for the attention of the people of Hawaii for their leisure time activities and to provide a possible indepth balance for oftentimes superficial mass media coverage of significant events.

9. To change the image of the library as a friendly, fruitful, and helpful institution whose aim is to serve <u>all</u> the people of Hawaii regardless of socio-economic status.

10. To supplement and support other agencies and programs serving the disacvantaged.

11. To be aware that traditional library methods and materials are inadequate to meet the needs of the disadvantaged.

PRESENT ATTEMPTS TO SERVE THE DISADVANTAGED

Before proceeding to our recommendations, we felt it wise to examine the ongoing projects in this area in order to perhaps coordinate our efforts within the existing structure. Having interviewed several people working in this area of service, we discovered that the library until very recently has offered limited supportive service to the other social agencies working with the disadvantaged, particularly Headstart, NYC, VISTA and the Department of Social Services. This service has been in the form of resource materials and the lending of its facilities for community meetings as in the case of Waianae Branch Library. However, some initial exploratory efforts have been made by a few librarians such as Miss Nott at the Liliha Library and Mrs. Nakamura who is in charge of the Bookmobile service. Because traditional library programs have failed to reach these people, it has been necessary for librarians to experiment with various exploratory approaches in order that they might gain a better knowledge of the interest and the needs of the people they wish to serve. The following is a report by each of the librarians on their efforts.

Bookmobile[14]

Bookmobile services to the disadvantaged have been primarily provided through scheduling stops in economically depressed areas. During summer, 1968, Mrs. MacDonald, children's librarian, presented puppet shows and told stories at these stops and at other regular stops. Turn out was very good and the children and even adults were enthused with the puppet shows and stories.

Miss C. Tomioka had planned these stops a few months earlier with community leaders of Community Action Summer Recreation Centers for Kahuku, Waiahole, and Wong's Village and the Dept. of Parks' Summer Fun Program at Palolo Recreation Center. She had found during the summer of '67 that the special summer stops at recreation centers having summer fun programs were highly successful. (Mrs. MacDonald had presented several puppet shows and stories at these and other regular stops.)

Miss Tomioka found that these community leaders were very enthusiastic about the program and in working with the bookmobile staff. Although the

majority of patrons were understandably children, all residents in the area had an opportunity to use the bookmobile as well. (Some adults sat in on the story hours and were noted to enjoy the stories and puppets as much as or sometimes even more than did the children.)

In addition to the stops mentioned above, Palolo Housing, Waimanalo Beach Park, Kalihi Valley Homes, and Kuhio Park Terrace were also served during this past summer. Kalihi Valley Homes and Kuhio Park Terrace continue to be a part of our regular run.

Having found her puppet shows so popular in summer '67, Mrs. MacDonald constructed new puppets and presented new puppet shows this summer. She found the children especially responsive to her puppets; the children so readily identified with the puppets in the Punch & Judy show #1 and #2 that they tried to rescue the villain Punch from his enemies, e.g. the policeman, the gallows, the ghost, etc.

The effectiveness of Mrs. MacDonald's story hours can be shown also through strong circulation figures for summers '67 and '68. Although other factors are undoubtedly involved in the matter of evaluating these figures, I believe that the interest engendered by the story hours strongly increased circulation; our figures for September already show a decrease. Through the efforts of Mrs. MacDonald and bookmobile staff we gained a few more adult readers, but as can be expected, the children comprised the bulk of our increase in patronage and circulation.

I will try as much as possible to offer "story hours" for special holidays, hopefully, for Christmas and similar occasions, especially keeping these disadvantaged areas in mind. However, inasmuch as I am heading the bookmobile as well as handling children's work, these programs will, out of necessity, have to be somewhat curtailed.

Liliha Branch Library[15]

I. STORY-TELLING to 6-10 year olds for Aldersgate Church summer program

Contact: Miss Almon. In 1968 this program expanded into the Palama Interfaith Council with staff and support from neighboring Espiscopal and Roman Catholic churches.

Liliha Branch Library — Once a week — Summers of 1967 & 1968

Remarks: We participated in this program at the request of Miss Almon. It is one of the best organized and valuable programs in Kalihi-Palama in the summers for disadvantaged children. We should continue to participate in it.

II. STORY-TELLING to 9-11 year olds for Palama Settlement summer program

Contact: Mrs. Ling

Liliha Library — 6 times — Summers of 1967 & 1968

Remarks: The Director, Mrs. Ling was enthusiastic to have us participate, but in 1968 the college-age counselors preferred to conduct the book sessions themselves.

III. STORY-TELLING to Operation Headstart Classes pre-school age

Contact; Teachers in Liliha

Liliha Branch Library as requested March/67 to July/68

Remarks; This should be continued and work toward as many repeat visits as possible.

IV. STORY-TELLING to emotionally disturbed and retarded children 6-10 years

Contact: St. Francis Child Development Center

Liliha Branch Library as requested April/68 and May/68

Remarks: Mrs. Nakamura felt it was difficult to evaluate the response of the children. The adults with the children felt the trips to the library were very worthwhile and were interested in future visits.

V. STORY-TELLING at Kauluwela and Lanakila Playgrounds 6-12 year olds

Contact: Mr. Tanoue and Mrs. Ejercita, Playground Directors

at the playgrounds once a week Summers of 1967 and 1968

Remarks: This is a reach-out effort to go to the child and to present reading as an integral part of his summer activities. Should be continued and expanded as much as possible. Mrs. Nakamura had hoped to begin pre-school story times in Mayor Wright's new Community Facilities Building.

VI. INSTRUCTION in the use of the card catalog and reference books given to Grades 1-8 of St. Theresa's and Cathedral parochial schools

Contact: School Principals

Liliha Branch Library January to May 1967

Remarks: The service was requested by these nearby schools because they have no trained librarians and, at that time, no libraries. As a result we established excellent rapport with the teachers and students who are daily users of Liliha Branch. Return visits were for usual book talks.

VII. NON-READING MATERIALS for neighboring children 4-12 years

Contact: Individual children as they came to the branch.

Liliha Branch Library almost every day Summer 1968

Remarks: Mrs. Solk initially provided 3 puzzles, an Uncle Wiggly game. We used word games and coloring materials from the material

from Mr. Hunt for use with the disadvantaged. Additional purchases included dominoes, checkers, scissors, origami paper. Nucleus of a dozen children from culturally and economically poor homes in surrounding blocks. I was unable to get parents to enroll their children in the CAP summer program. The children are not ready for a formal story-telling session and such is not available every day. I would again try to persude (sic) parents to have children participate in summer fun: but would continue to provide at the library opportunities for them to informally develop manual, artistic and word skills. Luckily the staff is not so busy that they are unable to spare a few minutes to show an interest in these very deprived children. The Social Worker from Mayor Wright Housing commended us for our efforts.

VIII. ADULTS LEARNING ENGLISH AS A SECOND LANGUAGE

Contact: Farrington Community School

Liliha Branch Library — 6 times during April and October 1967

Remarks: At request of the teachers Mrs. De Wolf or I showed the students how to make out a library card, how to check out books, how to find books in the library.

IX. MANPOWER TRAINING AND DEVELOPMENT ACT CLASSES — adults all ages

Contact: MDTA teachers in Kauluwela area

Liliha Branch Library — 4 times March and May 1967

At the request of Mrs. Tish I introduced the students to use of the public library and the use of such reference books as Mrs. Tish felt were useful to students preparing for work in an office.

Remarks: The present teacher, Mrs. Long, is a former librarian and gives her classes instructions herself when they come in each month.

X. VOLUNTEER TUTORING — elementary age children

Contact: Mrs. Hudson

Liliha Branch Library — 10 to 20 times per month during school year Febrary/67 to present

Remarks: We provide tutor and tutee with space in reading area or Quiet Room. We are offering them flash cards, easy readers, word games, from the materials from Mr. Hunt. Too soon yet to evaluate their usefulness as last week was first session. Librarians offer guidance to books at suitable reading level to tutees.

XI. OPERATION MAINSTREAM classes — unemployed men

Contact: Farrington Community School

Liliha Branch Library — Mon., Wed., Fr. April/68 to present 8-12 a.m.

Branch provides Quiet Room, shelf space, films via delivery, coffee urn and ash trays (men take a break before branch opens at 11)
Miss Ho has used flash cards, work concept books and library's books.
Federal grant provides materials and use of everhead projector.
They use auditorium and our movie projector.
Miss Ho feels this is excellent place for such adult classes in atmosphere which is friendly and informal and where men have opportunity to feel at home in a library. Some of the men borrow paperbacks and picture books. We should continue to provide space for such classes in the building when it is not being used in any other way.

XII. STUDY CENTER APPROACH CLASSES — adults working toward high school diploma

Contact: Farrington Community School

Liliha Branch Library — Tues., Thurs. September/68 to present 8-12a.m.

Remarks: Teacher and Administration of Farrington Community School feel the branch location, attractive facilities and atmosphere are ideal for such adult education classes.

WORKING WITH THE DISADVANTAGED

Liliha Branch Library

The staff members have had no personal experience with culturally and economically deprived people to know their attitudes, prejudices, desires or values. We lack any training or education to initiate programs for them. However, from my observations at meetings of the Model Cities task forces this is true of middle class people from other agencies who also are just beginning to concern themselves with disadvantaged people.

In the case of programs for disadvantaged children, the staff needs more encouragement from the Coordinator and the Consultant. They need freedom to use audiovisual materials, to develop 'reach-out' programs, there needs to be exchange of ideas among themselves and with detached workers, playground workers, teaches(sic) who are successful in working with disadvantaged children.

Interview with Miss Ruth Petty, Waianae Branch Library

In essence the Waianae Branch Library has participated in federally funded programs to help the disadvantaged by providing the facilities (community room) and materials (books).

1. Economic Guidance Opportunity - 17 unwed mothers met 2 times a week in the community room.

2. Neighborhood Youth Corps - 30 boys ages 17 - 23 met from January - June, 8 - 3:30, 2 times a week in the community room.

3. Volunteer high school students tutored intermediate students (1967 - 1968), 3 - 4:30, 2 times a week in the community room.

4. Headstart for adults - library tours and book talks.

5. Headstart Story Hours for K-3 (1967)
   Library furnished room and materials (picture and story books)

One other project which is getting underway is the paperback library at the Mayor Wright Housing Community Facilities Building. The project follows the concept of taking the library into the community. A description of the operating procedures follows.

The Standard Operating Procedure and Control of the Paper-Back (sic) Lending Library Material, Room 204, Community Facilities Building, Mayor Wright Housing[10]

1. Control of library materials as received:

   All materials received into the Mayor Wright Homes Community Facilities Lending Library shall receive a serial number and shall be entered by title, author and serial number into a master inventory control.

2. Lending Policy:

   All materials shall be available for loan to tenants of Mayor Wright Homes for a suggested period of two months. This shall be on an honor system, however, and there shall be no fines or penalties for late return or lost books.

   The rate of books unreturned will be evaluated with the Hawaii Magazine Distributor representative, Mr. Wade, by January 15, 1969 and agreement of replacement will be finalized or terminated, which will result in finally closing the library.

3. Checking Procedure:

Borrowers of books shall sign a receipt giving their name and address, the tile and author of book. A receipt will be made for each book taken. This receipt or promise to return will be destroyed upon return of the book.

4. Library Hours:

The library will be open as follows: Monday through Friday: 12:00 - 5:00p.m.
6:30 - 8:00p.m.
Sundays: 6:30 - 8:00p.m.

The library will be closed on Saturdays until staffing is available.

5. Volunteer services to the library:

Librarian services will be provided by tenant volunteers, CAP Service Clubs and Tenant Relations, Social Work staff.

Inventory services are being provided by the Keen Keikis.

Library Lending services will be given by the Women's Club, 3:00 - 5:00 week days, 6:30 - 8:00 Sundays, and Tenant Relations, Social Work, 12:00 - 3:00 Monday through Friday.

These exploratory approaches, although limited due to lack of funds and personnel, will provide us with vital and effective guidelines for our overall plan for service to the disadvantaged. We should also note that with these initial attempts to reach out into the community the librarians have begun to establish some rapport with the community. This is an essential first step towards providing service.

Thus far our program here in Hawaii to reach out to the disadvantaged is at this stage of exploration with all of the efforts being made at the grass-roots level. The next logical step in this direction would be the coordination of all individual efforts and a definite plan for action. According to Mrs. Garcia, the position of coordinator for these projects has recently been established in the '69 - '70 fiscal budget. The Office of Library Services expects the position to be filled early in 1969. The

establishment of this position is the first official bonafide commitment of service to the disadvantaged. The coordinator would serve to organize and coordinate special activities among participating libraries and also to coordinate activities with other social agencies serving the disadvantaged with the goal of interagency cooperation in mind.

PROPOSALS TO PROVIDE BETTER LIBRARY SERVICES TO THE DISADVANTAGED IN THE KALIHI-PALAMA AREA

Building

1. Centralized facilities to make resources more accessible to patrons; presently, the two libraries servicing the area are on the fringes.

Personnel

2. Create a new position for a project coordinator to coordinate (1) communication between agencies serving the disadvantaged and (2) existing programs; this would eliminate duplication and wasted efforts. Also, it makes possible capitalizing on successful programs and techniques.

3. Work with the university to coordinate the training of Library Studies students so that they will be able to have some field experience with the disadvantaged. A program of this sort could balance out financially if one dispenses with the one-to-one ratio. The DOE has a program where one supervisor "supervises" about 20 beginning teachers in different schools. Although some will contend that a degree candidate at the graduate level should be doing scholarly research with a private mentor, we think that the practical experience acquired would be invaluable to a Library Studies student and would aid him in other courses such as management (being a witness and participant to actual library routines), bibliography and reference (hearing the kinds of questions reference librarians are asked and thus being better able to evaluate reference sources), reader services (serving the diversity of readers rather than reading about them), cataloging (seeing how card catalogs are used and thus being better able to understand the nature of the information on the catalog cards), administration (seeing actual personality differences interacting and gaining an appreciation of the administrative skill necessary to bring out the best in individuals.

4. Provide in-service training for present library personnel not familiar with the mores of the disadvantaged so that they would not suffer from "cultural shock" and would provide a more positive climate for the disadvantaged. At present, most librarians are extremely "middle class" in their outlook and have difficulty in understanding and working with the "have-nots."

Materials

5. Acquire a collection which is suitable and necessary for the community's clientele in terms of:
   a. Reading level
   b. Interest
   c. Special needs (large print, language magazines, tapes, etc.)
   d. Materials helpful in improving the overall quality of life (vocational, recreational, practical living)

6. Offer a wide variety of materials -- films, recordings, tapes, pictures, games, books (paperback and hardbound), magazines, newspapers, pamphlets with high interest and low reading level.

Court the Non-user

7. Publicize the library's programs through posters, local radio stations, fliers to homes and YA patrons, outside window displays, newspapers, etc.

8. Draw non-user to the library by unconventional methods such as a (a) hootenanny, (b) coffee house gathering, etc. to dispel the notion that a library houses only the bookish "unhip."

9. Start a Hobby Club for middle elememementary children and have speakers, discussions, projects etc., the purpose being to stimulate interest and to have materials readily accessible, two basic ingredients to initiate reading.

10. Work out a program with disadvantaged teen-agers (possibly indentified by VISTA, NYC programs, etc.) dealing with teen-age interests (drug addiction, sex, religion, sports, careers, draft, personal grooming, etc.) show appropriate films, feature speakers in pertinent fields, have live demonstrations, and conduct discussions. Although much of this is already done in schools by conscientious teachers, a program of this sort which is developed by disadvantaged youth is justifiable in that (1) it is voluntary and therefore more palatable to rebellious teen-agers, (2) it eliminates the stigma of grades and teacher judgement; therefore, an exchange of ideas maybe freer and more honest, (3) it enhances the self-esteem of the disadvantaged in having a major role in planning an event, something he needs badly. Too often in school he is overshadowed by the academically-talented students from middle-class families.

11. Set up mini-bookmobiles and side walk service in strategic areas (e.g. a shopping center to catch the attention of husbands and children waiting in cars, people waiting for their laundry at the laundermat).

12. Encourage private ownership of books through give-away programs; offer pamphlets and free materials whenever possible to encourage interest and appreciation of the library.

13. Go door to door and leave book packets containing suitable materials for the whole family to demontrate the library's interest and desire to serve them.

14. Convert a house (fronting the street), if necessary, to attract non-library oriented patrons; more homey and appealing.

15. Go out and talk to community and church groups to show them what is available in the library; also, work with community leaders at every opportunity by providing and arranging for necessary resources for their projects.

16. Work with adult education instructors to talk to classes; explain what is available in the library and possibly even hold one class in the library so that materials are readily accessible.

17. Invite "pau hana" groups to the library and provide appropriate materials. Many senior citizens have time on their hands and would appreciate this attention. Also, the library can help bridge the generation gap by providing materials which will enable them to better understand the society in which they live, thus enabling them to lead richer lives.

18. Use "touch displays" rather than storing things in glass cases; change "no-no" to "yes-yes."

Programs

19. Provide films and speakers in:
    a. Consumer education
    b. Job improvement education
    c. Information on employment and training opportunities
    d. Citizenship -- how to effectively participate in government to improve the quality of one's existence.

20. Provide an Information Center (directory of information plus actual assistance in contacting agencies); this service is especially important to the disadvantaged in that (1) he is less able to cope with his problems, (2) he is less aware of sources of help, (3) he is more hesitant in contacting "middle class" institutions and personnel, and (4) he is more likely to give up at the slightest "run around" too often a characteristic of our complex society.

21. Provide remedial reading sessions.

22. Coordinate efforts with teachers and school librarians in order to know the curriculum and better serve students and teachers.

23. Set up tables in the reading room to serve as a study hall and let the disadvantaged youth know that this is a place for them to study.

24. Conduct story hours for pre-schoolers to create an early interest in books and an awareness of a library as a positive influence in their lives. Since parents of disadvantaged youngsters are not likely to take their children to the library, the library could apply for federal grants and provide transportation and snacks on a weekly or bimonthly basis; after the story hour youngsters would have the opportunity to examine and borrow materials.

25. Conduct a simultaneous session for interested mothers in "How-to-do-it" topics which will help break the poverty cycle (e.g. how to get a good buy, how to provide an appealing, nutritious meal on a limited budget, how to convert "junk" to "gems" i.e. something worthwhile).

26. The question of whether fines should be administered should be considered only after careful study of an existing program -- the Mayor Wright Housing Paperback Program -- in which fines are not assessed. This committee has not come to any final decision with regard to fines for two reasons. One, our findings indicate that fines tend to discourage the disadvantaged from using the library. On the other hand, we felt that eliminating fines may encourage irresponsibility which we definitely wish to avoid.

STAFFING

The successful implementation of any program depends to a large extent in intelligent staffing. Assigning the wrong people in terms of interest, ability, temperament to the wrong positions dooms any program to failure no matter how sound the underlying principles are. Therefore, staffing is crucial.

Working with the disadvantaged requires personnel with the following qualities and training:

1. Being committed -- i.e. having a genuine conviction and concern in serving these people.
2. Being "people - oriented"
3. Being flexible and willing to initiate and experiment and having the resiliency to bounce back after setbacks.
4. Being patient, open-minded, and approachable
5. Being creative and innovative
6. Being enthusiastic
7. Having a sense of humor
8. Being understanding
9. Being extroverted and outgoing (desirable in most instances)
10. Having a cooperative spirit and being willing to work with other agencies serving these people.
11. Having tolerance to withstand noise, confusion, and hostility
12. Having "superhuman" stamina
13. Having a background in sociology and psychology

Possible sources of recruiting such personnel would be:

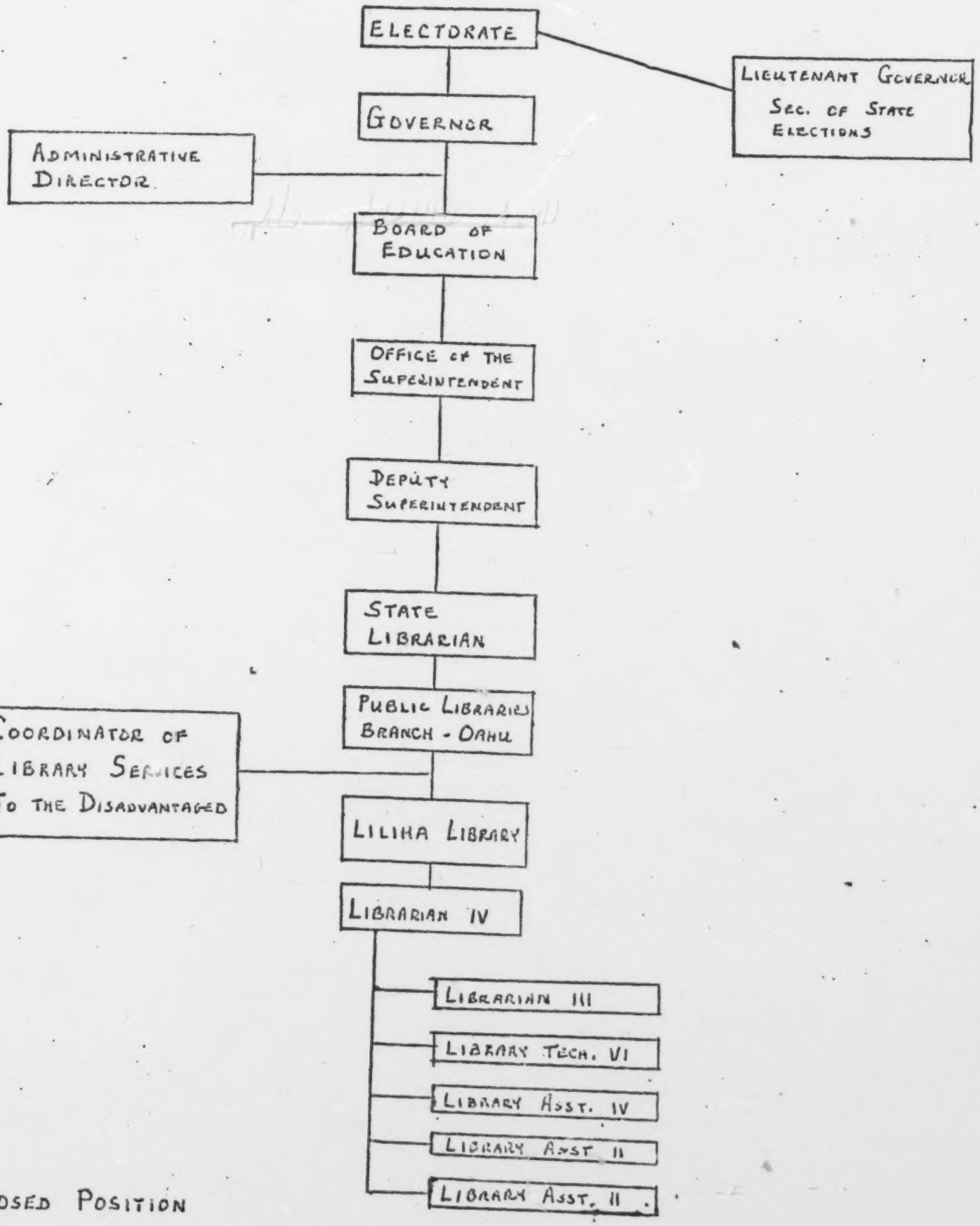
1. Neighborhood Youth Corpsmen who could serve as effective liasons with the community and also provide manual labor to set up the facility.
2. VISTA workers who have had experience and training in understanding the disadvantaged.

3. Peace Corps returnees. Professional librarians could provide guidance and training to these people in weekly staff meetings.

4. The Project Coordinator could arrange and conduct in-service training to staff on the culture, strengths and values of the disadvantaged plus foundations in remedial reading techniques.

5. Sociology and psychology majors.

TABLE OF ORGANIZATION (CURRENT)



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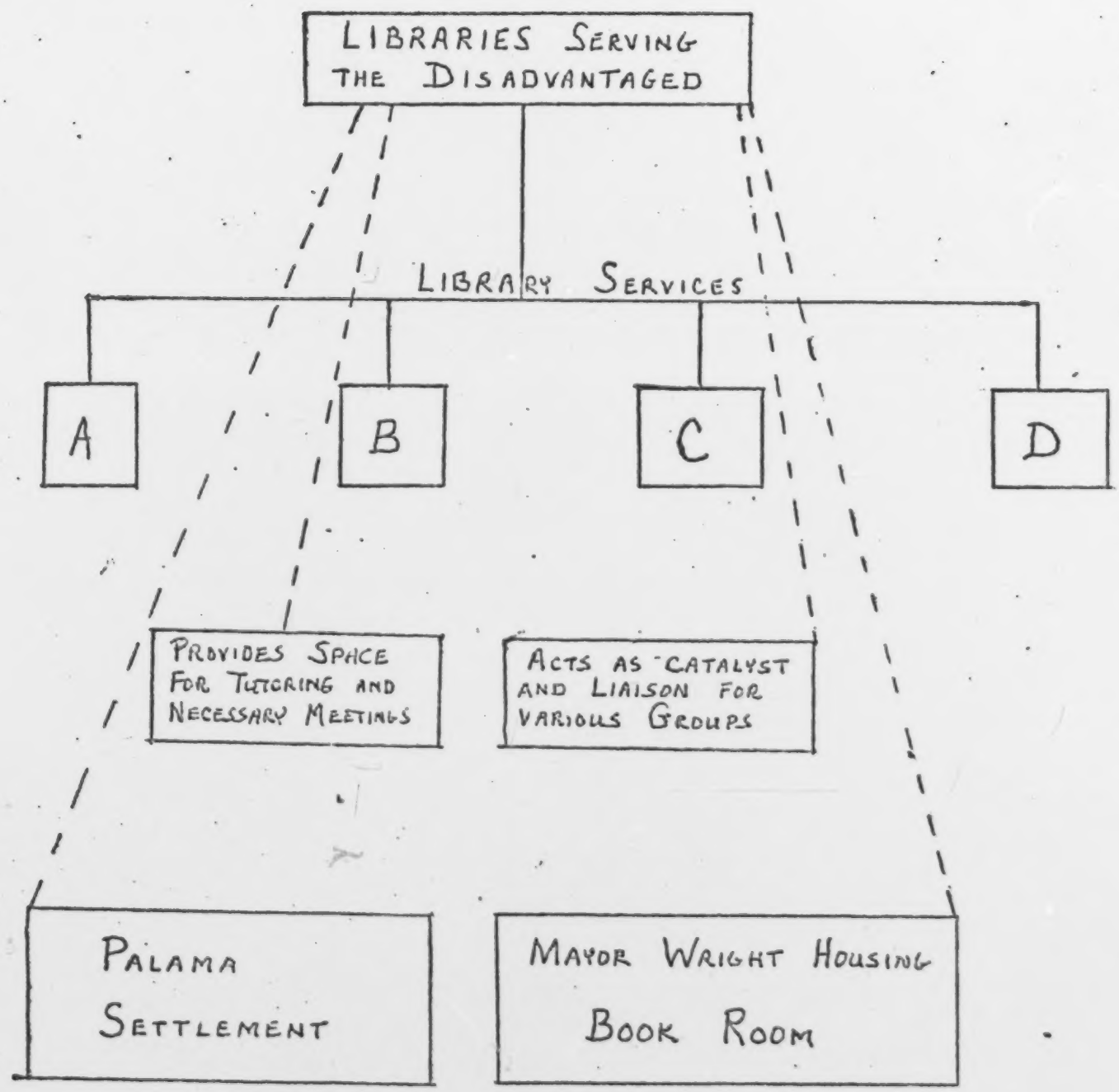
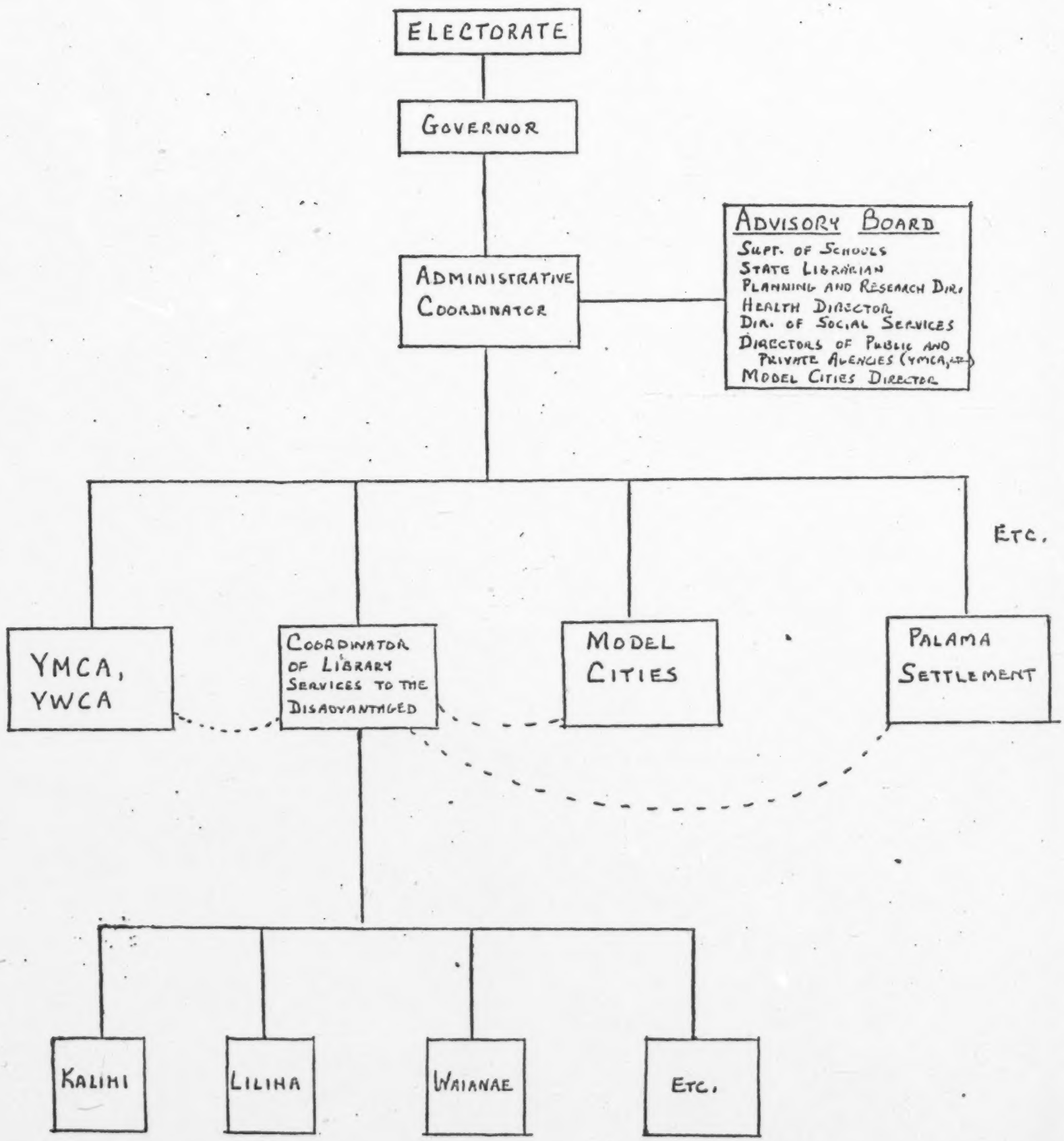

LIBRARIES SERVING THE DISADVANTAGED
LIBRARY SERVICES
A
B
C
D
PROVIDES SPACE FOR TUTORING AND NECESSARY MEETINGS
ACTS AS CATALYST AND LIAISON FOR VARIOUS GROUPS
PALAMA SETTLEMENT
MAYOR WRIGHT HOUSING BOOK ROOM

TABLE OF ORGANIZATION (PROPOSED)



FUNDING

We believe the Office of Library Service should aggressively pursue all opportunities to obtain federal assistance for this project to minimize the cost of service expansion upon State government financial resources. Used as the first resource for public libraries antipoverty programs is the Library Services and Construction Act (amended P.L. 89-511) which was passed in 1964 and has been renewed every year since. In the fiscal year 1967 - '68 Congress appropriated $75,000,000 to the Library Services and Construction Act to be administered by the U.S. Department of Health, Education and Welfare, Office of Education, Division of Library Services and Educational Facilities, Library Services Branch.[17]

The program is based on state plans for public library services (Title I) and construction (Title II) prepared by library administrative agency of each state and submitted to the U.S. Commissioner of Education for approval.

Title I provides $35 million[18] to develop public library services to areas without public library services or with inadequate services. Funds are allotted to the states in proportion to their population and matched by the states in proportion to their per capita income.

Local and state public library programs can reach under-educated, economically deprived children, young people, adults, and elderly with books and reading guidance. Such proposals as the following could qualify:

Staff to help adults, young adults, and children in the library achieve library, study, and reading skills;

Preschool story hours for three- to five-year-olds, with concurrent discussion programs for mothers, in disadvantaged neighborhoods;

Community libraries who work outside the library in recreation, neighborhood, and health centers, participate in meetings of parents, citizen actin groups, young adults, etc., to relate the library to their evident interests and act as library liaison with the groups;

Innovative and strengthened services: e.g., information centers, offering materials, guidance, and referrals in such immediately useful fields as vocations, consumer education, home life, and child-rearing skills;

Bookmobiles and trained staff to provide a variety of informational and cultural materials and services in rural poverty areas;

Purchase of books, magazines, films, recordings, etc. and -- to project these resources -- programs designed to appeal to the under-previleged, increase their incentive to read and learn;

Scholarships designed to attract librarians-to-be who know human and library needs in rural and urban blighted areas firsthand and as librarians will be able to help deprived people toward realizable goals;

In-service workshops to sensitize librarians to the backgrounds and strengths of the under-served groups, to inform librarians of their social role in relating the library to other agencies -- public and private -- in anti-poverty community planning;

State library internships to provide professional experience in effective rural service.

Title II provides $40 million[19] for the construction of new public library buildings and the expansion, remodeling, and alteration of existing buildings for public libraries and the initial equipment of such buildings. Architects' fees and the cost of acquisiton of land are also included.

Construction criteria used by the state agency include assurances that projects approved will provide library facilities where they are necessary to develop adequate library services. Urban or rural areas that so qualify and have a large percentage of economically deprived population can be included in state plans for library construction.[20]

Since the total antipoverty effort is in a state of disequilibrium in that the demand for assistance far exceeds the supply of funds, we felt that we need more than one possible financial source. We thus have prepared a directory of possible legislative programs. (See following page)

Directory of Legislative Programs for the Culturally Disadvantaged Fiscal Year 1967[21]

Housing and Urban Development Act 1965 (PL 89-117) Multipurpose Centers

Congress Appropriated $17,000,000 to be administered by the Department of Housing and Urban Development.

Grant funds for specific purpose of building neighborhood centers in low-income neighborhoods.

Grants - Federal share may not exceed 2/3, except in an area designated as Redevelopment Areas.

Only a public body or agency or Indian Tribe may apply for a grant and must have legal, technical, and financial capacity to carry out the project. Federal funds may be used, however, for a facility which a private nonprofit organization will own or operate if the application is made by an eligible applicant which will control the use of the center.

Elementary and Secondary Education Act Title I (PL 89-10)

Congress appropriated $102,000,000 to be administered by the U.S. Office of Education.

Funds to support education programs in areas having a high concentration of low-income families.

Grants - programs for the disadvantaged.

State libraries and administrative agencies may apply.

Adult Education Act of 1966 (PL 89-750 ESEA Title III)

Congress appropriated $30,000,000 to be administered by the U.S. Office of Education.

To provide literacy programs for adults.

State education agencies may apply.

Economic Opportunity Act of 1964, P.L. 88-452, Sect. 603

Congress appropriated $26,000,000 to be administered by VISTA, Office of Economic Opportunity.

This program provides Volunteers in Service to America to local public and private agencies engaged in the war on poverty. The volunteers live and work among the poor. Minimum age is 18; married couples with no dependents under 18; no upper age limit.

From federeal funds, VISTA volunteers receive room board, $75 a month, and medical care if needed; plus $600 at end of one year's service.

VISTA volunteers may be requested by a sponsoring group such as a local, state, or federal agency, or any bona fide non-prifit private agency, organization, or institution.

Social Security Act as amended by P.L. 87-543 (Work-Experience Program)

Appropriation authorization unspecified to be administered by the State welfare departments, county and local welfare agencies.

To train welfare clients to become self-supporting.

Makes personnel available to public libraries.

Public agencies including libraries may apply.

Economic Opportunity Act of 1964 (PL 88-452)

Congress appropriated $699,800,000 to be administered by the Community Action Program of the Office of Economic Opportunity.

To mobilize community resources to help families combat the problems of poverty, with the participation of the poor in the planning, policymaking, and operation of projects.

Grants to agencies representing an entire community and to single-purpose agencies with authority to carry out programs for upgrading community services and resources for low-income residents.

Private nonprofit and public agencies may apply.

National Foundation on the Arts and Humanities Act of 1965 (PL 89-209)

Congress appropriated $2,000,000 to be administered by the National Endowment for the Humanities.

To develop a national policy for the promotion of progress and scholarship in the humanities; to strengthen research; to award fellowships and grants to institutions and individuals and for workshops in the humanities; to foster interchange of information and public understanding and appreciation, to support publication of scholarly works. Includes but is not limited to modern and classical languages, linguistics, literature, history, jurisprudence, philosophy, archeology, theory and practices of the arts, and those aspects of the social sciences which have humanities content.

Project grants and individual fellowships. Fellowships are of two kinds:

1) Post-doctoral fellowships and summer stipends for individuals who have been awarded PhD within past 5 years; 2) senior fellowships, with maximum stipend of $15,000, plus $2,000 travel allowance.

Individuals, colleges, universities, public agencies, private non-profit groups and organizations, including museums, historical associations, etc. may apply.

EVALUATION

This committee does recognize the fact that a necessary part of planning is establishing the criteria for evaluating our programs. It is our judgment that the conventional methods of evaluation such as book circulation and borrower registration are inadequate measures for our proposed program. Popularity of our program in the community is a small measure of its success but a more accurate gauge of the success or failure would be the effect this program has on the lives of those people served.

Although subjective in nature, we feel staff reports can be useful indicators of the effectiveness of our program. Their evaluations can also provide us with guidelines for future planning. A few of the questions they could ask themselves are:

1. Are we reaching the non-users? (Estimate how many)
2. Are the disadvantaged coming to feel more at home in the library?
3. Are they able to use the library more freely?
4. Does the library have acceptable materials to suit their needs whether they be recreational, informational or educational?

To be sure these are only a few of the questions they would ask themselves in reporting on their activities.

Another measure of the effectiveness of our program would be a very simple questionaire to test the attitudes of the people in the community toward this new service. The feedback gained from a scientific sampling of the community would certainly be a valuable indicator of our effectiveness.

Meeting with other agencies serving these people and seeking their evaluation of our service would be another measure. We could question them as to whether any visible evidence of our patrons leading a better life had been observed. Specifically:

1. Has our service increased employment among these people?

2. Are the children doing better in their school work?

3. Have health conditions improved?

At the same time we could ask for suggestions from these people to improve our service.

As we see it, these will be the essential tools for the evaluation of our program. But, we do leave the door open for other possible indicators as our program becomes operational.

CONCLUSION

In preparing this report the committee has discovered there is much that can and needs to be done in this area of service. We hope that others will view this report merely as a preliminary investigation and be stimulated to actualize some, if not most, aspects of our proposals.

Also, we feel that one must be mindful that servicing the disadvantaged requires exceptional personnel, perhaps best described by Kenneth B. Clark's description of Arthur Schomberg (a disadvantaged Negro youth who was guided and inspired by a librarian, Arthur Schomberg, to become a librarian of national repute):

"He had no well-publicized program for the youth of the poor. He used himself. Instead of using labels and designations, such as the disadvantaged, the underprivileged, or the poor, he saw and accepted human beings, and thereby was able to make that contact which is essential for genuine communication and understanding. He was a librarian who helped others to share his values because he lived them."[22]

FOOTNOTES

1. Paul Hazard, Books, Children and Men (Boston: The Horn Book, Inc., 1944), p. 88.
2. Pauline Winnick, ed., "Time for Self-Renewal," Library Journal, IX (January, 1966), 317.
3. Booz,Allen and Hamilton, Planning for Libraries in Hawaii (Honolulu: Office of Library Services, Dept. of Education, 1968), p. 43.
4. Joe L. Frost and Glenn R. Hawkes, ed., The Disadvantaged Child -- Issues and Innovations (Boston: Houghton Mifflin Co., 1966), p. 46.
5. Honolulu Council of Social Agencies, A Study of the Social Characteristics of 13 Oahu Communities (Honolulu: 1966), p. VI-2
6. Ibid., p. VI-1.
7. Ibid., p. VI-4.
8. Ibid., p. VI-5.
9. Ibid., p. VI-9.
10. Ibid., p. VI-10.
11. Ibid., p. VI-11.
12. Ibid., p. VI-12.
13. Kalihi-Palama Model City Field Office, Model City Reports (Honolulu: December, 1968), p. 3-15.
14. "Bookmobile" a report received from Mrs. Hanako Nakamura, Bookmobile Librarian, a private interview held at the Bookmobile Center, Kapahulu, Hawaii, October, 1968.
15. Report received from Nancy Nott, librarian, a private interview held at the Liliha Branch Library, Honolulu, Hawaii, November 21, 1968.
16. "The Standard Operating Procedure and Control of the Paper-Back Lending Library Material, Room 204, Community Facilities Building, Mayor Wright Housing," a report received from Nancy Nott, librarian, a private interview held at the Liliha Branch Library, Honolulu, Hawaii, November 21, 1968.
17. Pauline Winnick and Helen Lyman, "Library Services to the disadvantaged and Handicapped," ALA Bulletin, LXI (October, 1967), pp. 1065 - 1074.
18. Ibid.
19. Ibid.
20. Pauline Winnick, comp., "Federal Legislation Relevant to Library Antipoverty Efforts: 1966," Library Journal, XCI (January 15, 1966), p. 347.
21. Pauline Winnick and Helen Lyman, "Library Services to the Disadvantaged and Handicapped," ALA Bulletin, LXI (October, 1967), pp. 1065 -1074.
22. Kenneth B. Clark, "A Role for Librarians in the Revelant War Against Poverty," Wilson Library Bulletin, LX (September, 1965), p. 40 - 7.

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